CELPIP Reading Practice Test 54

A free full-length CELPIP-General Reading practice test from CELPass.com: all 4 parts and 38 questions in the real test order, an answer sheet, the answer key and a score chart.

Part	Topic	Questions	Time
Part 1: Reading Correspondence	A One Week	1–11	about 11 minutes
Part 2: Reading to Apply a Diagram	Office Plants	12–19	about 9 minutes
Part 3: Reading for Information	Inventing Bakelite	20–28	about 10 minutes
Part 4: Reading for Viewpoints	Misinformation	29–38	about 13 minutes

How to take this test

1. Do all 4 parts in one sitting in about 55–60 minutes, timing each part.
2. Mark your answers on the answer sheet. Wrong answers lose no points, so answer every question.
3. Check your answers with the answer key and count your correct answers for an estimated CLB.

Prefer to take it on screen? The same test is free online at celpass.com/celpip/reading/practice-tests/54, marked as you go, with an estimated CLB. More free tests: celpass.com/celpip/practice-tests-pdf

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Part 1: Reading Correspondence

Time: about 11 minutes

A One Week

> Dear Marco,
>
> I have a clash on Saturday that I cannot untangle on my own, so I am bringing it to you before it turns into an empty chair at the reading table. My first-aid certificate runs out at the end of this month, and the only refresher class left before then is this Saturday, nine until noon. My reading-group shift that morning starts at ten and runs to half past eleven.
>
> I booked the class on the twelfth of August, and the September list went up twelve days later with my name against Saturday, so the two were never in front of me at the same time. Leah has offered to take Saturday for me and hand me her Wednesday afternoon in exchange. She sat the same refresher in July, so her own certificate runs to next summer, and she has nothing else booked that morning.
>
> If I work Saturday and miss the class, the certificate lapses at month end, my name comes off the reading list altogether, and the next class is not until March. Keeping one shift would therefore cost me every shift after it, which is a poor trade for three hours in a training room.
>
> I know that reopening a list you have already printed is a nuisance, and I am embarrassed that my own renewal date is what set this off, in a week when you are two people short. The children have only just got used to a steady face on Saturday mornings, which is another reason I would rather not disappear from the list until March. Leah has been generous about it, but she cannot hold Wednesday open indefinitely.
>
> So could you look at Leah's certificate date and put the exchange through for that one week? If a swap is not something you can enter, please simply take me off Saturday and I will come back the following week with a fresh certificate. Either way, could you let me know by Thursday? Leah is already being asked about other mornings, and I would rather not lose her while I wait.
>
> Warm wishes,
>
> Aisha

1. Aisha's Saturday problem arises because

A her certificate expired
B two commitments overlap
C Leah changed her mind
D the class was cancelled

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2. Why is Leah able to cover Saturday?

A she prefers mornings
B the children know her
C her certificate is current
D she requested the swap

3. Missing the class would mean

A a written warning
B paying for the course
C waiting one extra week
D losing every later shift

4. If no swap can be entered

A Leah takes both days
B Aisha will resign
C Aisha simply drops Saturday
D the class is rebooked

5. Aisha needs a decision because

A the class fills up
B the list is reprinted
C her certificate renews Thursday
D Leah may be claimed elsewhere

6. Aisha's manner in the letter is

A cheerful and quite unconcerned
B apologetic yet clearly determined
C annoyed, and openly blaming Leah
D detached, though still polite

Here is a response to the message. Complete the response by filling in the blanks. Select the best choice for each blank from the drop-down menu.

> Dear Aisha,
>
> Leah has the reading table on Saturday, and in exchange you take her **(7)** _____, and I have put both names on the sheet in ink so nobody pencils them back. I looked at the dates before I said yes, and your booking went in **(8)** _____, so I have written no note against your name. Leah's own date I checked myself, and it is exactly as you said. The exchange goes through for **(9)** _____, and I have initialled it so the desk knows the change came from me. You asked for a decision **(10)** _____, and I would rather you had it tonight than spent two evenings wondering. One thing I will not do is move you again in October: the reading table needs **(11)** _____, and I have promised the parents no more changes after this one.

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> Best,
>
> Marco

Choose the best option for each gap.

7. **A** Wednesday afternoon **B** spare evening shift **C** story-hour slot **D** morning off

8. **A** twelve days earlier **B** after the printing **C** on my instruction **D** only yesterday

9. **A** the whole autumn **B** this week alone **C** your peace of mind **D** as long as needed

10. **A** at the weekend **B** before the class **C** by Thursday **D** next month

11. **A** a second helper **B** more picture books **C** an earlier start **D** a steady face

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Part 2: Reading to Apply a Diagram

Time: about 9 minutes

Office Plants



Read the following email message about the diagram on the left. Complete the email by filling in the blanks. Select the best choice for each blank from the drop-down menu.

> Hi Marco,
>
> That guide has finally made our tutoring room feel fixable. The copier nook has no window, the shelf above leaves no headroom, and nobody in there remembers the watering can, which points me at **(12)** _____. That room has been beige and lifeless for a year! I had my eye on the pothos trail and the spider plant for the shelving, but they both **(13)** _____. That was a letdown. For the entry table, gloomy at nine and glaring by three, I would put **(14)** _____, and a peace lily might still fit on my desk, given that it **(15)** _____. You will laugh, but I measured the ledge twice. One thing though: not one entry explains **(16)** _____. I will swing by the garden centre on Saturday unless you want to come.
>
> Lena

Choose the best option for each gap.

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12. **A** the snake plant **B** the ZZ plant **C** the peace lily **D** the spider plant

13. **A** want medium indirect light only **B** need bright indirect light only **C** do fine in low light **D** need at least medium light

14. **A** the spider plant **B** the ZZ plant **C** the snake plant **D** the peace lily

15. **A** tolerates neglect better than most **B** handles missed waterings well **C** prefers evenly moist soil **D** needs trimming to stay full

16. **A** how often to repot **B** how much light each needs **C** what the leaves look like **D** how easy each one is

17. Lena and Marco, it appears, …

A run a shop together
B have never met
C compete for customers
D share a workplace

18. Lena's message is mainly to …

A outline her plant choices
B ask for a bigger budget
C complain about the tutoring room
D order plants for delivery

19. Lena's attitude to the room is …

A keen
B methodical
C thrifty
D cautious

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Part 3: Reading for Information

Time: about 10 minutes

Inventing Bakelite

Paragraph A

Bakelite was the first plastic synthesized wholly from scratch, and for half a century it turned up as electrical switches, radio cabinets, telephone housings and drawers full of buttons. Its creator, the Belgian-born chemist Leo Baekeland, arrived in the United States as a young man from Ghent bearing a doctorate and little else. His first commercial triumph had nothing to do with plastic at all: Velox, a photographic paper developable under artificial light rather than daylight, which amateur photographers embraced at once. He sold the rights to Eastman Kodak at the close of the nineteenth century, and the proceeds financed a private laboratory behind his house in Yonkers, New York.

Paragraph B

Other chemists had already combined phenol and formaldehyde and watched the pair congeal into an unworkable mass, prompting most of them to abandon the reaction as commercially futile. Baekeland persisted, confining the reaction inside a sealed pressure vessel of his own devising, which he dubbed the Bakelizer. Through meticulous control of temperature and pressure, he discovered he could arrest the process while the material remained pliable enough to press into a mould, whereupon it set permanently hard. He completed the work in 1907, secured a patent two years afterward, named the substance for himself, and presided over the Bakelite Corporation for three decades.

Paragraph C

Nothing in the new material had been cultivated on a farm or extracted from the earth. Earlier substitutes, celluloid among them, originated in plant fibre, whereas phenol and formaldehyde alike issued from a factory. Once cured, Bakelite could never again be melted and reworked, yet that irreversibility proved a virtue: it held its form under heat, resisted combustion, and would not conduct electricity. Manufacturers accordingly moulded it into switches, sockets and telephone housings, besides fashioning it into automobile fittings, buttons and inexpensive jewellery.

Paragraph D

Demand spread from one industry to the next, and competing firms soon paid for licences to manufacture comparable resins under their own labels. Time magazine placed Baekeland on its cover in 1924. By the time he died in 1944, annual output exceeded 100,000 tons across many thousands of distinct products, although he had divested the Bakelite Corporation some years prior and retired to Florida. The celebrated brown resin, however, was not his most consequential achievement: what Bakelite demonstrated was that a useful material could be synthesized purely from laboratory chemicals, a principle underlying every resin that followed — the phenolics of the ensuing decade, then polyethylene and nylon.

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> **Paragraph E**
>
> Not given in any of the above paragraphs.

Decide which paragraph, A to D, has the information given in each statement below. Select E if the information is not given in any of the paragraphs.

20. Proceeds from an earlier product financed a workspace of his own. _____

21. Once hardened, the substance could not be softened and remoulded a second time. _____

22. Electrical components made up the largest share of Bakelite's total output. _____

23. Competing manufacturers had to pay for permission to make similar resins. _____

24. His first financial success came from an entirely unrelated line of work. _____

25. Neither heat nor flame did much damage to the finished material. _____

26. Earlier investigators had written the reaction off as unprofitable. _____

27. Both starting chemicals came from crops grown on farmland. _____

28. Careful management of two variables let him halt the reaction at the right moment. _____

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Part 4: Reading for Viewpoints

Time: about 13 minutes

Misinformation

Stonebridge's call for a compulsory media-literacy course followed a fabricated image that appeared to show contaminated water at a local school. Science teachers corrected the chemistry, language teachers traced the altered caption, and administrators addressed the panic created by rapid sharing. The episode supports a dedicated course because responsibility was initially diffuse; it supports integration because no single discipline contained the problem. The policy dispute begins where the anecdote stops being decisive.

Media teacher Keira Moss argues that occasional corrections do not become a reusable verification procedure by repetition alone. She wants students to locate the earliest available claim, distinguish evidence from caption, examine recommendation incentives, and document why they withheld judgment. Approved-source lists are excluded because they age quickly and reward deference precisely when transferable scrutiny is needed. Moss's stand-alone module is meant to establish a common method, not a permanent jurisdiction over every questionable claim.

Principal Owen Price would place later practice inside science, history, and language courses, where evidence already has discipline-specific meanings. He worries that a separate credit could absolve other teachers: verification would become something students had supposedly completed elsewhere. Yet integration without a mapped progression creates the opposite evasion, with every department assuming another taught the foundational method. Price therefore accepts shared assessments and substantial teacher preparation.

Student representative Maya Singh shifts the problem from recognition to conduct. Students may identify weak evidence and still share a post because humour, outrage, or group loyalty rewards immediacy. Competence measured after calm reflection may therefore overstate restraint under social pressure. Singh proposes timed simulations in which students decide before consequences and platform incentives are revealed, making the gap itself observable.

What Stonebridge needs is a required sequence, not a defended course boundary or undirected integration. A short foundational module would establish source tracing and contextual verification; subject courses would then complicate the method with disciplinary evidence and Singh's pressured decisions. Common tasks should recur late enough to test transfer, and results should identify whether students merely recognize errors or revise sharing behaviour. Coherence lies in connected accountability across contexts, not in assigning misinformation a room and assuming it remains there.

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29. Why does the opening incident support both models?

A Its correction required one common method
B Its image contained scientific evidence
C Its failure crossed disciplinary boundaries
D Its resolution stopped further sharing

30. Moss's exclusion of approved lists protects

A confidence in familiar institutions
B agreement on trustworthy outlets
C disciplinary control of verification
D portable evaluation skill

31. Price identifies symmetrical risks of

A isolated ownership and diffuse responsibility
B locating origins and checking context
C teacher training and shared assessment
D science correction and language analysis

32. Singh's simulations are designed to expose

A source knowledge developing after feedback
B competence failing under social reward
C platform incentives replacing group loyalty
D students' ability to identify weak evidence

33. The final proposal locates coherence in

A sole jurisdiction
B terminology shared across many disciplines
C repeated accountability across settings
D a foundational module completed once

The following is a comment by a visitor to the website page. Complete the comment by choosing the best option to fill in each blank.

> The contaminated-water episode warns against single-track answers. Responsibility was diffuse at first, yet correction depended on **(34)** _____. Moss is right that approved lists cannot replace a method; even a trusted source can make a claim worth scrutiny. Price is also right that a separate course may let other teachers **(35)** _____, but his integration model needs mapped progression, or responsibility will vanish in the opposite direction. Singh's harder insight: recognizing errors calmly may not **(36)** _____ when humour or loyalty rewards immediate sharing. Simulations should occur after the method is taught but before consequences appear. Stonebridge's sequence should later test whether students can **(37)** _____ across disciplines and social conditions. A title can make accountability visible, but not judgment portable. Integration is not automatically authentic if

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> nobody can show where learning accumulates. The hybrid succeeds only when each stage **(38)** _____.

Choose the best option for each gap.

34. **A** one media specialist **B** a single approved source **C** administrative correction alone **D** several disciplinary lenses

35. **A** outsource verification **B** establish the common method **C** apply disciplinary evidence **D** thorough teacher preparation

36. **A** identify inaccurate evidence **B** govern pressured conduct **C** eliminate group loyalty **D** follow platform disclosure

37. **A** memorize approved outlets **B** repeat the same source checks **C** transfer disciplined judgment **D** predict downstream consequences

38. **A** operates independently of later work **B** concludes the sequence early **C** appears mainly after final assessment **D** remains answerable to the next stage

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Answer sheet

Write the letter of your answer for each question.

1 _____	2 _____	3 _____	4 _____
5 _____	6 _____	7 _____	8 _____
9 _____	10 _____	11 _____	12 _____
13 _____	14 _____	15 _____	16 _____
17 _____	18 _____	19 _____	20 _____
21 _____	22 _____	23 _____	24 _____
25 _____	26 _____	27 _____	28 _____
29 _____	30 _____	31 _____	32 _____
33 _____	34 _____	35 _____	36 _____
37 _____	38 _____		

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Answer key

Part 1: A One Week

1 B two commitments overlap

2 C her certificate is current

3 D losing every later shift

4 C Aisha simply drops Saturday

5 D Leah may be claimed elsewhere

6 B apologetic yet clearly determined

7 A Wednesday afternoon

8 A twelve days earlier

9 B this week alone

10 C by Thursday

11 D a steady face

Part 2: Office Plants

12 B the ZZ plant

13 D need at least medium light

14 C the snake plant

15 C prefers evenly moist soil

16 A how often to repot

17 D share a workplace

18 A outline her plant choices

19 A keen

Part 3: Inventing Bakelite

20 A

21 C

22 E

23 D

24 A

25 C

26 B

27 E

28 B

Part 4: Misinformation

29 C Its failure crossed disciplinary boundaries

30 D portable evaluation skill

31 A isolated ownership and diffuse responsibility

32 B competence failing under social reward

33 C repeated accountability across settings

34 D several disciplinary lenses

35 A outsource verification

36 B govern pressured conduct

37 C transfer disciplined judgment

38 D remains answerable to the next stage

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Your estimated CLB

Correct answers (of 38)	Estimated level
37–38	CLB 12
35–36	CLB 11
33–34	CLB 10
31–32	CLB 9
28–30	CLB 8
24–27	CLB 7
19–23	CLB 6
15–18	CLB 5
10–14	CLB 4

An estimate: CELPIP converts raw scores with a table for each test form, so the real cut-offs vary a little.

What is your level in all four skills? Create a free account at celpass.com for a free diagnostic with a predicted CLB in Listening, Reading, Writing and Speaking, and AI scoring of your Speaking and Writing.

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